

October 2021

## Making a List and Checking it Thrice: Three Universities Implement Ex Libris' Leganto

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### Recommended Citation

Albro, Maggie; Baker, Ariana; Gilbert, Heather; Hughes, Jennifer; Rock, Edward J.; Rodriguez, Elena; Schilf, Suzanne Rook; and Vinson, Christopher G. (2021) "Making a List and Checking it Thrice: Three Universities Implement Ex Libris' Leganto," *South Carolina Libraries*: Vol. 5 : Iss. 2 , Article 16.

DOI: <https://doi.org/10.51221/suc.scl.2021.5.2.16>

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## **Making a List and Checking it Thrice: Three Universities Implement Ex Libris' Leganto**

### **Abstract**

In the 2020-2021 academic year, Clemson University, Coastal Carolina University, and the College of Charleston were the first three institutions in the state of South Carolina to implement Leganto. This implementation followed closely on the heels of a statewide migration involving 55 academic libraries to Ex Libris' library services platform, Alma, and discovery service, Primo VE. Each institution completed their migration and went live with Alma and Primo VE in June 2020. Coastal Carolina University launched Leganto in July 2020 and Clemson University and College of Charleston each launched Leganto in August 2020. This article explores the faculty engagement, instructional materials, and assessment and usage involved in the launch of Leganto by the three institutions. Common findings are identified, and shared lessons learned are provided.

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## Background

Leganto is resource list management software developed and administered by Ex Libris. Ex Libris states that Leganto will help “foster meaningful learning and enhance student success in online, on-campus, and hybrid learning environments,” giving the institution the ability to “streamline access to course materials and reduce their cost by leveraging library collections, expertise, and services.”<sup>1</sup> In other words, Leganto connects Ex Libris' discovery system with a university's course management system, such as Canvas, Desire2Learn, or Moodle. Faculty can quickly add library and free web resources to their Leganto reading list, which students then access from a link in their online class. In the 2020-2021 academic year, Clemson University, Coastal Carolina University, and the College of Charleston were the first three institutions in the state of South Carolina to implement Leganto. This implementation followed closely on the heels of a statewide migration involving 55 academic libraries to Ex Libris' library services platform, Alma, and discovery service, Primo VE. Each institution completed their migration and went live with Alma and Primo VE in June 2020. Coastal Carolina University launched Leganto in July 2020 and Clemson University and College of Charleston each launched Leganto in August 2020.

## Faculty Engagement

Librarians recognized from the start that marketing a new online tool to faculty would be difficult. Getting buy-in for any new, optional technology is challenging, and faculty were already overloaded with new technology. Due to the pandemic, faculty had already devoted time and energy into learning teleconferencing software and course management tools. On the other hand, none of the three institutions offered physical course reserves during the pandemic, so it was necessary to have a platform to help faculty easily incorporate their library's online books, videos, and other resources in online classes.

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<sup>1</sup> Leganto Reading List Management System, retrieved on August 12, 2021, <https://exlibrisgroup.com/products/leganto-reading-list-management-system/>

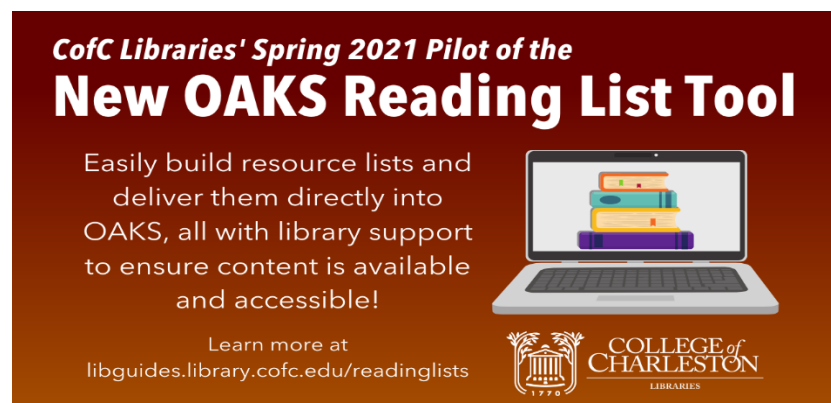
An initial strategy for planning engagement was to discuss the reasons why faculty would want to invest the time in learning and implementing Leganto. Having these reasons helped inform next steps in terms of how and where faculty could be reached:

- ensures student access to course materials;
- improves affordability for students;
- helps instructors maximize the use of library materials in their courses;
- adds a layer of “safety” when it comes to fair use and copyright compliance;
- and introduces instructors to the future physical reserve platform.

With these goals in mind, Clemson, Coastal Carolina, and the College of Charleston promoted Leganto to faculty through five methods: e-mail campaigns, social media and websites, lunch and learns, workshops, and monetary incentives.

### E-mail Campaigns

Liaison librarians at each university regularly send newsletters, updates, and timely reminders to faculty through campus e-mail. A common practice is for liaisons to create a standard template and agree on topics to be communicated so the information shared across disciplines is uniform. Leganto lists were highlighted on multiple occasions, with engagement teams providing talking points and graphics to liaisons to distribute.



*Left: Graphic from the College of Charleston that was included in the pre-Spring faculty newsletter and sent out by the Associate Dean of Access, Instruction, and Assessment.*

Liaisons also relied on deans and department chairs to share information about Leganto. The goal of reaching out to library and campus administrators to promote Leganto was to demonstrate higher-level support of the new platform and to attract the attention of faculty who may not be as engaged with their liaison librarians. Due to the pandemic, library policies and services were modified, including physical course reserves. Library deans sent e-mail updates to faculty and encouraged them to submit requests for e-books and streaming media. This proved to be the perfect opportunity to include information about the new Leganto platform which would make it easier for faculty and students to connect with course readings and recommended resources. Liaisons also met with department chairs to talk about an initiative to purchase electronic copies of materials and textbooks and to demonstrate the new Primo VE discovery service, conversations which easily transitioned to an overview and demonstration of Leganto reading lists.



*Left: Screenshot of Clemson Libraries Instagram post*

### **Social Networking & Website Promotion**

Social media channels are a way for libraries to market services and resources to faculty and students using an array of slick images, testimonials, and brief posts. Leganto was promoted monthly through posts on Facebook, Twitter, and Instagram with featured content that included eye-catching graphics and faculty testimonials. Workshops and training opportunities were promoted with embedded registration links. Partnerships with campus departments

provided options for day-long “social media takeovers,” where partners allowed the libraries to post directly on their accounts to reach different audiences. Instagram Live was used to provide a “quick hit” training session in real time. For more traditional marketing, the library website provided a platform for articles about Leganto and short blog posts.

**Kimbel Library**

CCU Professors, are you utilizing Leganto for your courses? If you'd like to learn about Leganto reading lists, click here: <https://libguides.coastal.edu/leganto>

#OEWeek #OER #Leganto #AffordableLearning

*Left: Coastal Carolina*

*posted a series of faculty testimonials using their*

*Facebook account.*



### Lunch and Learns

Lunch and Learn sessions allow for an informal introduction to Leganto and provide an opportunity to demonstrate and discuss its potential use to faculty. Coastal Carolina targeted new faculty at their Fall semester luncheon, while the College of Charleston offered Lunch and Learns mid Fall and Spring. Due to the nature of the pandemic, all of these opportunities were offered online through Zoom.

Across both institutions, the results from these sessions were similar. Faculty expressed interest, but few followed up by either creating a reading list or reaching out to their liaison librarian. This is not especially surprising since these virtual meetings were offered during times of Zoom and pandemic fatigue, thus resulting in poor attendance or low interest in learning a new piece of software. Although Leganto reading lists are useful long-term, in the short term, there was a lot of other work to be done, and Leganto was not a priority. However, the faculty that did attend were enthusiastic to share their impression of the tool, both the positive and the negative.

**Workshops**

Offering workshops provided hands-on experience with Leganto, though results were mixed in both attendance and the creation of reading lists. Like the Lunch and Learn sessions, these workshops were held virtually over Zoom. The College of Charleston approached workshops in two ways. The first was by integrating it into existing Affordable Learning Workshops offered by other colleagues in the library. Since Leganto is marketed as a way to improve affordability for students, it was a natural fit. One suggestion that was presented to faculty was to use Leganto in place of creating a for-purchase course packet through the bookstore, something done by a pilot faculty member.

The College of Charleston also offered a larger demonstration and workshop at the end of the Spring semester after classes had concluded. This allowed for discussion and practice of building electronic lists while offering a preview of how Leganto would be used in the fall for course reserves. Since this workshop happened before the summer, there was no increase in reading lists being created following the workshop. However, a couple of faculty did follow up months later to restart conversations about using Leganto in their courses.

Clemson provided numerous workshops throughout the year; all were taught synchronously on Zoom with two primary audiences in mind. Leganto workshops for instructors taught faculty how to start a resource list from within the course management system, and the intended outcome was for faculty to walk away with the ability to create lists in Leganto for their courses on their own. Workshops for liaison librarians focused on how to assist faculty in creating lists and how to manage lists in Leganto and Alma. An incentive for liaisons to attend was the expectation that with their knowledge they would be able to create virtual displays on special topics that would be featured on the Libraries website.

**Monetary Incentives**

The most successful faculty engagement project was the awarding of monetary incentives for trialing Leganto. In early fall 2020, librarians at Coastal Carolina applied for and received a \$1,000

affordable learning grant from the Partnership Among South Carolina Academic Libraries (PASCAL), South Carolina's statewide consortium of academic libraries. The grant provided a way for Coastal Carolina to offer an incentive for faculty to implement Leganto reading lists in at least one of their spring classes and gained a pool of knowledgeable faculty to help promote Leganto reading lists in the future. In order to receive a small stipend at the end of the semester, faculty had to attend a fall workshop to learn the basics of Leganto, create at least one Leganto reading list for use in the Spring semester, and complete an end-of-semester feedback form. Eighteen faculty members initially expressed interest, fifteen attended the workshops in late fall, and thirteen of those attendees decided to pilot Leganto in the Spring semester. This was a strong rate of adoption among workshop attendees. Both professors who chose not to use Leganto after attending the workshops provided explanations for their decisions. One professor did not think Leganto would "add sufficient value beyond Moodle's built-in capacity." Still, he did offer thanks to the library for teaching about the importance of linking, rather than uploading, library database articles and recommended that more outreach include that in the future, with or without Leganto. The other professor, not accustomed to incorporating technology into his pre-pandemic classes, felt that it would supplant much of what he had just learned about Moodle and that the effort required would not be worthwhile.

The other thirteen faculty members all created Leganto reading lists prior to or at the start of the Spring semester. All reading lists were reviewed by liaison librarians, who were able to answer questions and help find resources at that time. The close faculty/librarian relationship that this project fostered helped liaison librarians recommend alternative resources for materials not owned by the library and encouraged faculty to request library purchases of electronic materials (mostly books and videos) for their classes.



## Instructional Materials

Clemson University, Coastal Carolina University, and the College of Charleston's Leganto implementation launched early in the COVID-19 pandemic. As such, staff felt it was important to provide instructional materials in a variety of modalities, taking a multi-faceted approach to providing instructional materials on the use of Leganto that was tailored to both students and instructors. All three schools made the decision to centralize Leganto instructional materials on a LibGuide and offered sessions to all librarians and staff. The goal was for all library employees to be knowledgeable enough about Leganto to train faculty and create reading lists. In addition, all schools demonstrated the software to faculty at departmental meetings and offered one-on-one training sessions with anyone who requested access.

### LibGuides

Clemson University used its LibGuide to train faculty and librarians in the basics of creating and maintaining Leganto lists. In addition to walkthrough tutorials, Clemson's LibGuide included information about upcoming training events, embedded how-to videos from Ex Libris, and a custom video tutorial on how to get started with activating Leganto in Canvas then creating Course Resource Lists.

A section of the LibGuide, "For Librarians," details the workflows associated with a liaison's role in Leganto list management. In preparing for the Spring 2021 rollout of Leganto, Clemson distributed the workload associated with Leganto more broadly and involved liaisons more in both training faculty and in the course reserves process. So, in addition to guiding faculty on how to use Leganto, the liaisons could also directly help create and publish lists and approve items that faculty placed on lists. To prepare for this increased involvement, all liaisons were assigned the "Course Reserves Operator" role in Alma. The Leganto Engagement Team then offered four training sessions for liaisons throughout October and November 2020 to test drive the process and work out any outstanding issues or gaps in knowledge.

*Below: Screenshot of Clemson's "Course Resource Lists" LibGuide, where all Leganto tutorials and instructional materials for faculty and librarians are centralized.*

[Clemson University](#) / [Research and Course Guides](#) / [Course Resource Lists](#) / [Home](#)

## Course Resource Lists

This guide provides resources and instructions for using Course Resource Lists

Home

Upcoming Training

Course Resource List - The Ex Libris Reading List Solution (1:49)

Why use Course Resource List?

Getting Started

Create a Reading List

Adding Resources to a Reading List

Manage Your Reading List

Publish and Share Your Reading List

Usage Reports

Support

For Librarians

Contact Us

Text 864-762-4884

864-656-1557  
toll-free 877-886-2389

ask@clemson.libanswers.com

Consult a Subject Librarian

@clemsonlibrary

Find us on Facebook

Upcoming Training

### Upcoming events

- Intro to Course Reading Lists  
12:00pm - 12:45pm August 5, 2021
- Intro to Course Reading Lists  
12:00pm - 12:45pm August 11, 2021
- Predatory Publishing in STEM  
1:30pm - 2:00pm September 23, 2021
- Research Impact & Author Profiles  
1:30pm - 2:00pm September 30, 2021

### Course Resource Lists - The Ex Libris Reading List Solution (1:49)

Watch on YouTube

Watch later Share

### Why use Course Resource List?

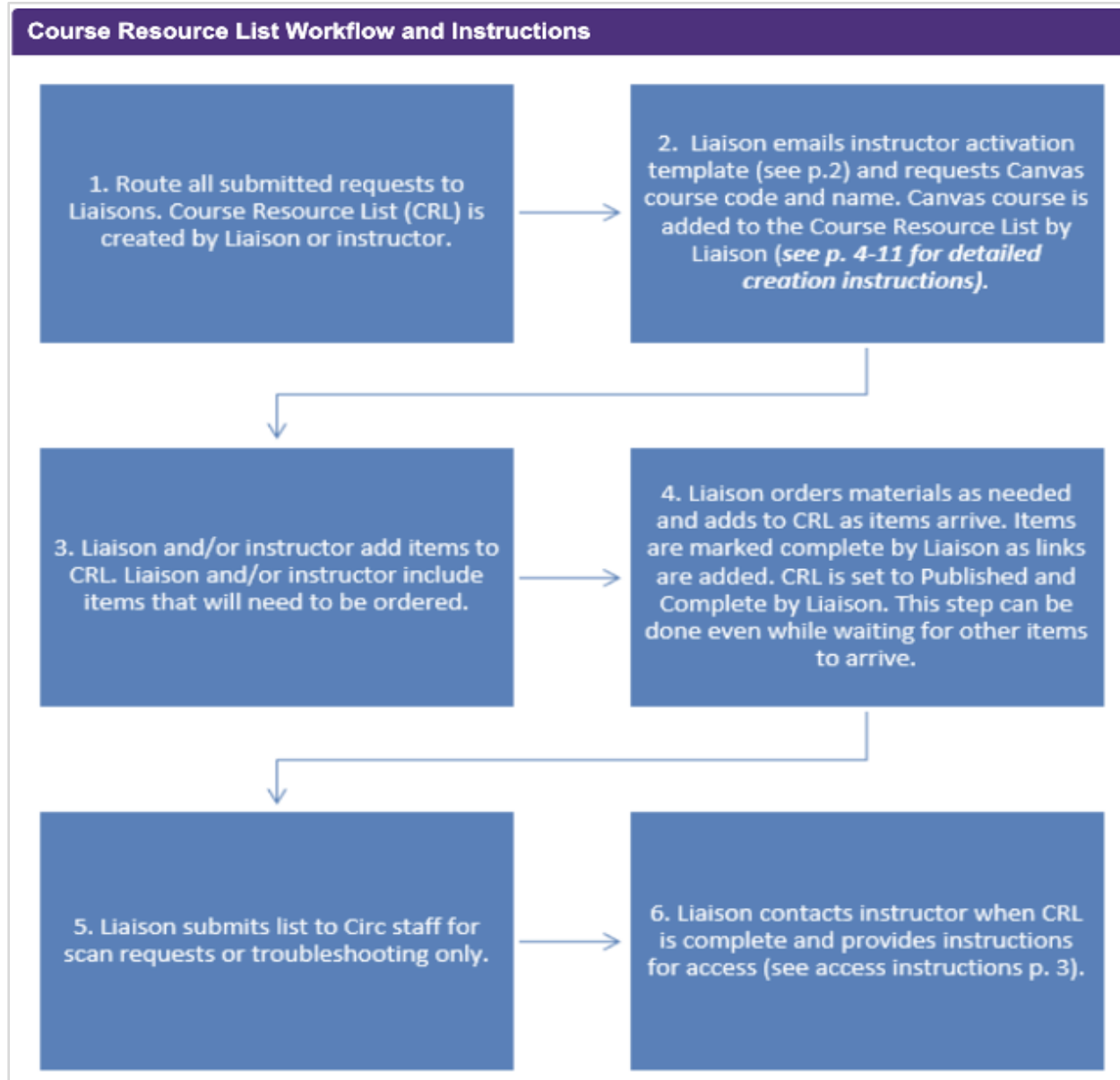
Course Resource List is a tool designed to help instructors incorporate outside resources in their Canvas courses. Instructors can build reading lists that include library materials, videos, web resources, and more.

Benefits:

- Identify and link directly to resources; no need to deal with link maintenance
- Materials can be saved and reused in other courses or future semesters
- Materials are added to Canvas so students have easy access
- Avoid copyright issues by directly linking to electronic resources

This guide contains instructions to help get you started. For individualized help, contact your [subject librarian](#).

Below: Chart detailing Clemson's Course Resource List workflow processes for liaisons



Coastal Carolina University's LibGuide provides faculty with general information about Leganto and answers to common questions. Once liaison librarians were trained, they all contributed to the production of Leganto videos. Topics include adding the LTI to Moodle, creating a reading list, adding items from within Leganto, adding internet sources, uploading material, adding Primo favorites, managing the Leganto collection, and sharing and reusing reading lists. These videos were completed in late fall and quickly uploaded to the LibGuide. In the spring, an FAQ was created based both on questions librarians had received from faculty and questions found on other libraries' Leganto FAQs. Leganto questions were included in the library's main FAQ, then embedded in the Leganto LibGuide, to ensure the information was available in as many places as possible.


The screenshot shows the Coastal Carolina University LibGuide for Leganto Reading Lists. The header includes the university logo and the title 'THE KIMBEL LIBRARY & BRYAN INFORMATION COMMONS'. Below the header is a breadcrumb trail: 'Coastal Carolina University / Research Guides / Leganto Reading Lists / FAQ'. The main heading is 'Leganto Reading Lists', with a search bar to its right. On the left is a sidebar with links: 'About Leganto', 'Sample Reading List', 'Training Videos', 'FAQ' (highlighted), 'Course Reserves', and 'Help'. The main content area is titled 'Leganto Reading List FAQ' and lists eight frequently asked questions with their last updated dates, topics, and view counts.

Question	Last Updated	Topics	Views
Can I reuse my Leganto reading list in future semesters?	Mar 03, 2021	Leganto Reading Lists	12
Can I use the External Tool (LTI) to link to specific sections of my Leganto reading list (e.g. Week 3)?	Mar 03, 2021	Leganto Reading Lists	11
Can I log into Leganto without having to go through Moodle?	Mar 03, 2021	Leganto Reading Lists	6
Why can't my students view my Leganto reading list?	Mar 03, 2021	Leganto Reading Lists	6
Can I share ownership/editing access of my Leganto reading list?	Mar 03, 2021	Leganto Reading Lists	5
How can I add resources to Leganto that the library doesn't own?	Mar 03, 2021	Leganto Reading Lists	5
How do I link the readings to my syllabus?	Mar 03, 2021	Leganto Reading Lists	5
Can I use multiple External Tools (LTIs) to link to the reading list from different places in my Moodle class?	Mar 03, 2021	Leganto Reading Lists	4
What is my collection in Leganto?	Mar 03, 2021	Leganto Reading Lists	4

*Above: Screenshot of Coastal Carolina University's Leganto Reading List frequently asked questions page from their Leganto Reading Lists LibGuide.*

The College of Charleston Libraries, along with the College IT's Teaching and Learning Team, created a comprehensive PDF manual, custom video tutorials, and quick start instructions for instructors, as well as a printable quick start guide and a two-minute video walkthrough for students. The College's LibGuide serves as a central hub for these manuals and tutorials, as well as for student and instructor FAQs, embedded instructional videos (either supplied by Ex Libris or created by College staff), information on the fall and spring pilot programs, assessment tools, and contact information for the Leganto launch team.

*Next Page: Screenshot of College of Charleston's "Reading List" LibGuide. This LibGuide is used as a hub for all instructional materials created for the College's Leganto installation, including manuals, videos, recorded presentations, and assessment tools.*


**COLLEGE of  
CHARLESTON**


[College of Charleston Libraries](#) / [LibGuides](#) / [Reading Lists](#) / [What is the Reading List Tool?](#)

At this time, Addlestone Library is accessible only to College of Charleston students, faculty, and staff, Friends of the Library, or those with appointments for services offered in the library. NEW Cougar Cards, FOL cards, or appointment emails are required for entry.

## Reading Lists: What is the Reading List Tool?


This guide gives you step-by-step instructions on how to use the Reading List tool.

[What is the Reading List Tool?](#) | [Reading Lists for Instructors](#) | [Reading Lists for Students](#) | [Pilot Program Details](#) | [Contact Us](#)



### What is the Reading List Tool?

The Reading List tool helps course instructors to easily create and manage reading lists for their students that can be embedded into OAKS.



#### Key features

- The Reading List tool provides College of Charleston instructors with the ability to create online reading lists using the Leganto reading list software created by Ex Libris.
- Any resource with a web address can be added to a reading list, including books, eBooks, journal articles, websites, PDFs, videos, podcasts, and more.
- Reading Lists can be accessed via a course in OAKS
- Items on a list can be filtered by resource type or priority
- Lists can be exported to word or PDF documents in a variety of citation styles
- Statistics on reading list usage is available to instructors
  - For example, *how many students accessed resources from a particular reading list*, etc.

### What Can Reading Lists Do for

#### Instructors?

Instructors can:

- Create dynamic lists of relevant, up-to-date materials gathered from a range of sources including the Library collection, internet, and multimedia resources.
- Provides a secure and fair use platform for any resources you want to include in your course.
- Manage and update course resources easily.
- Link course reading lists in OAKS.
- [Learn more](#)

### How Can Reading Lists Help

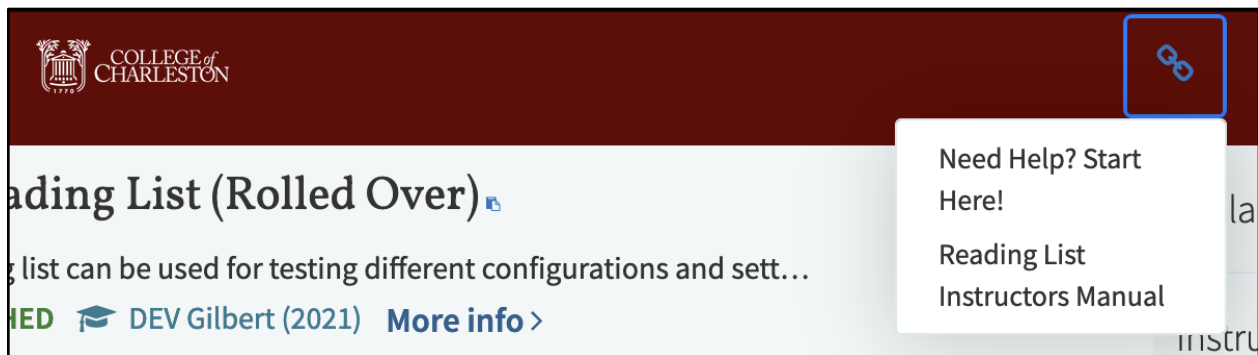
#### Students?

Students can:

- Access reading lists for all of their courses in one place.
- Access key resources more easily: more time is spent reading resources on a list than searching for them.
- Engage with the resources, comment on readings, make recommendations.
- Quickly see which items are 'essential' readings to help prioritize and to better manage

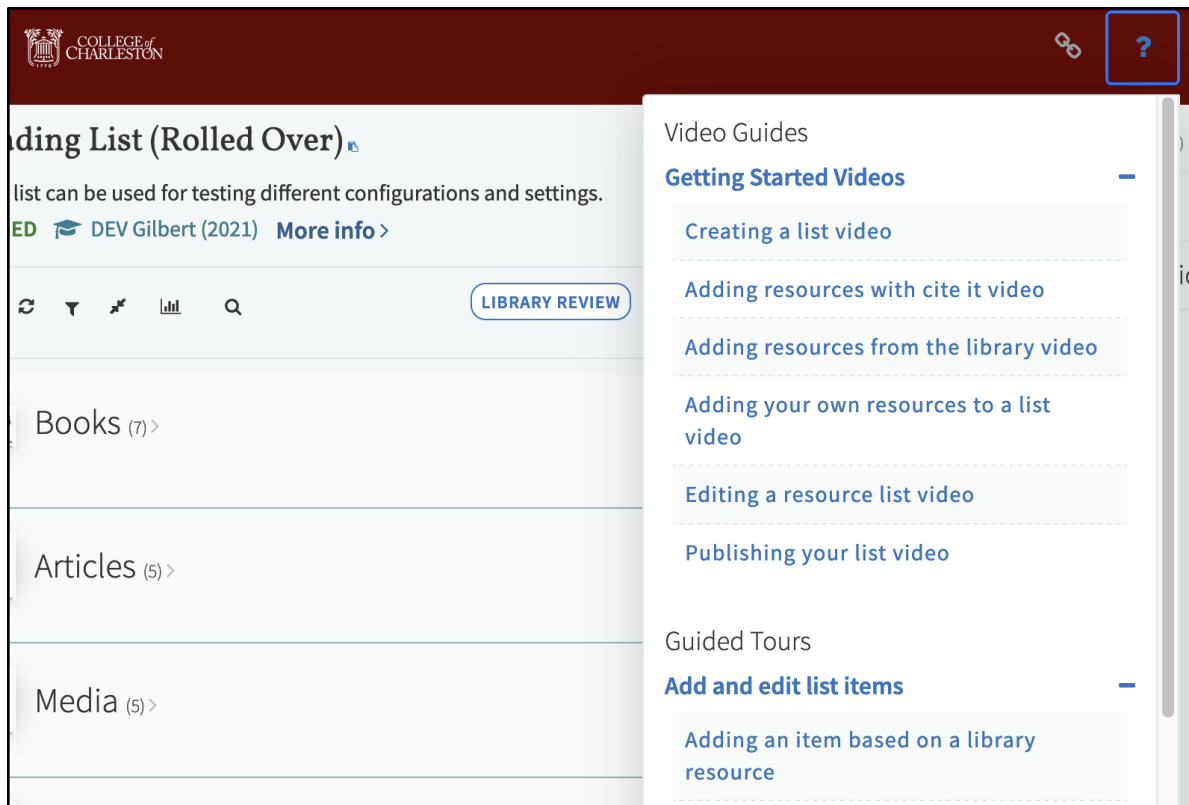
## Embedded Materials

In addition to the LibGuide, the College of Charleston embedded help tools into the product itself. The custom links menu in Leganto was rebranded as a “Need Help?” menu with links to the LibGuide and the Instructor’s Manual. This link menu is optional but provides administrators with the ability to present users with direct links to any instructional (or other) materials while within the platform.



*Above: Example of customized links menu which directs College of Charleston users to instructional materials.*

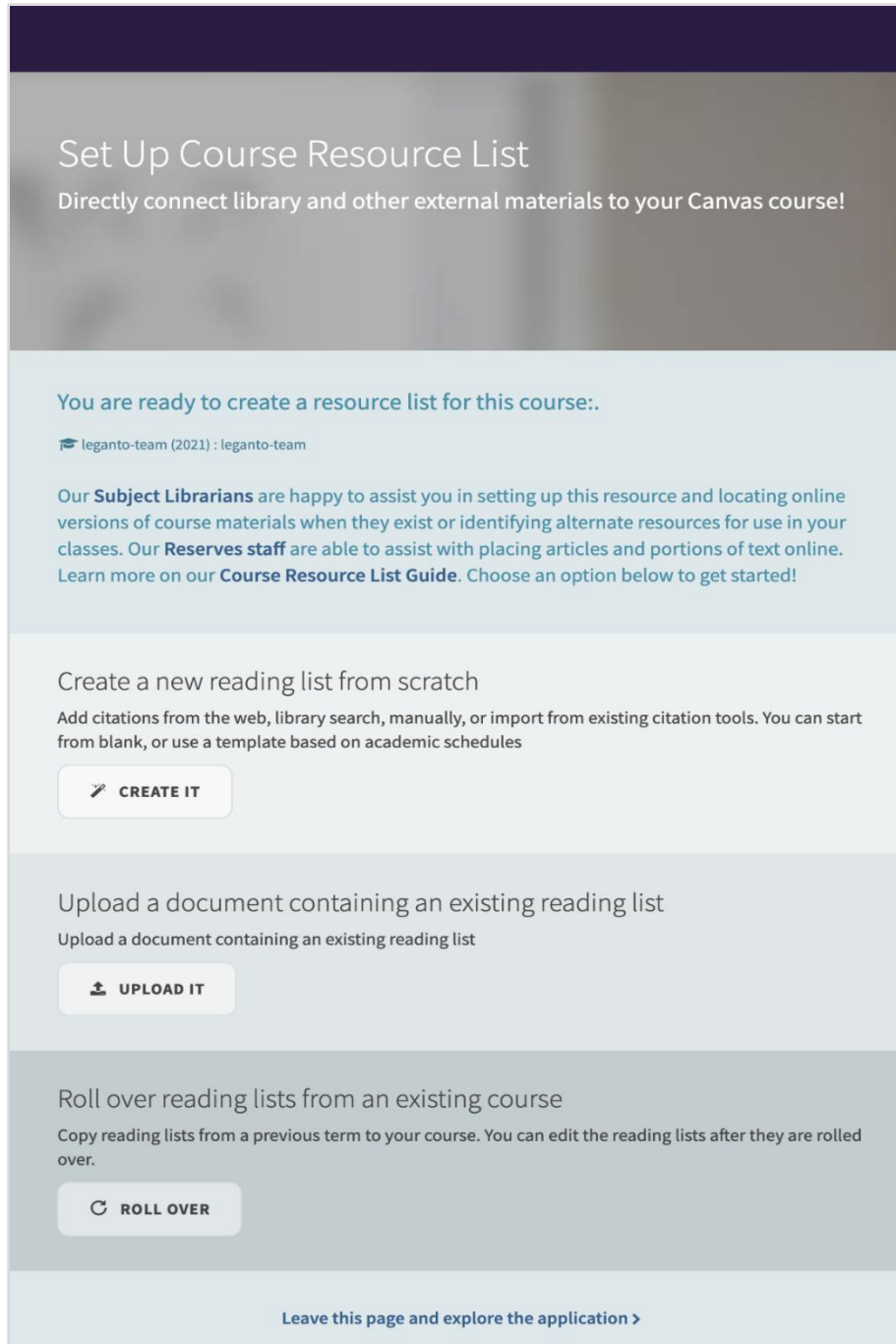
Another optional help function that the College enabled within the platform is the Guided Help menu. This menu displays directly next to the links menu and contains a selection of Ex Libris-supplied Getting Started Videos and guided tours explaining how to accomplish simple tasks. The guided tours demonstrate basic Leganto tasks via a series of online prompts and can be customized to link to external videos. This feature must be manually enabled by the institution and works well out of the box. College staff experimented with customizing this help menu in an effort to consolidate links to College created instructional materials within the Leganto platform. They found that Ex Libris’ styling of this menu prevented linking to external PDFs or websites but could be used to link to externally hosted third-party videos.



*Above: Example of the embedded “Guided Help” video options provided by Leganto. This is a feature which will need to be enabled by the institution but is highly useful for both instructors and library staff.*

Clemson and the College and Charleston both enabled the Leganto Welcome Screen and included customized instructional material. Clemson’s Welcome Screen included contact information for liaisons and course reserves staff and a link to the LibGuide.





*Left: Screenshot of the “Welcome Screen” a faculty member sees after initially enabling Course Resource Lists in Canvas, with customized text and links to contact information and instructional materials*

## Assessment & Usage

Assessment is a critical component of any technology implementation process, and this project was no different. However, assessing the usability and effectiveness of a tool of this nature during a pandemic presented its own unique set of challenges. Clemson, Coastal Carolina, and College of

Charleston implemented Leganto with very different usage rates. Each university used different assessment tactics and methods in their procedures, with varying success rates. Reading lists at all three institutions contained a wide variety of resources including articles, e-books, audio files, journals, databases, LibGuides, videos, websites, and other scanned documents. Usage across the institutions varied.

Clemson University's fall 2020 pilot program had six faculty participants. Liaison librarians were also encouraged to make reading lists to use as virtual displays. In total, there were five active course reading lists with 53 citations in the system. Clemson released Leganto for campus use in spring 2021. As of August 1, 2021, there are 195 active reading lists with 796 citations. Coastal Carolina's Leganto spring 2021 pilot program had 13 faculty participants who created 24 reading lists with a total of 435 resources. College of Charleston ran pilot Leganto programs in the fall 2020 and spring 2021 semesters. In Fall of 2020, while four instructors (not including library faculty) showed interest, only two actively created and used the reading list software. In Spring 2021, 18 instructors agreed to participate in the pilot program; however, only eight actively used the software. In total, across both semester-long pilot programs, including faculty librarian participation, 14 reading lists were created with a total of 294 citations.

### **Assessment Methods**

Clemson Libraries sent Qualtrics surveys to Leganto Pilot instructors twice during the first semester pilot program. The first survey (see Appendix) was set to instructors halfway through the first semester. At the same time, pilot instructors were sent a survey for their students (see Appendix) to complete as well. Neither survey received any responses, likely due to the combination of busy schedules and lack of incentives to complete the surveys. The second survey (see Appendix) was administered at the end of the first semester of the pilot program. Four pilot instructors completed the survey.

As part of the agreement to serve in the pilot group at Coastal Carolina University, the thirteen faculty were required to complete a survey at the end of the semester to receive their \$100 compensation, which resulted in a 100% response rate. The eleven question LibWizard survey focused on the faculty member's awareness and utilization of library resources, the overall Leganto experience, future usage intentions, and general recommendations.

College of Charleston library staff found it difficult to assess the experiences of both students and instructors who participated in the Fall and Spring semester pilot program. In an effort to document the experience of each group, standardized assessment tools in the format of a Google form were developed (see Appendix). These feedback forms were sent to each pilot program instructor at the beginning of the semester with the request that the instructor distribute the student feedback form to their class. Both student and instructor feedback forms were also published on the College's "Reading Lists" LibGuide, alongside quick start and detailed manuals and simple written and video instructions for how to navigate Leganto. To date, we received no feedback using this method.

### **Assessment Response Rate**

Response rate varied wildly across institutions, and assessment disbursement methods greatly impacted participation rates. Overall response rates where assessment was optional and uncompensated were lacking, illustrating the importance of compensated, formalized assessment programs.

Clemson, which used a staggered delivery schedule for their uncompensated assessments, received a total of eight instructor responses (4 at the end of the Fall semester and four at the end of the Spring semester) and nine student responses (at the end of the Fall semester). Instructor responses came from a variety of academic subject areas, which provided varied experiences with how Leganto was used. Student responses were all associated with a single course, limiting the thoroughness of the feedback due to the narrow range of experiences engaged in by the students.

Coastal Carolina University, which tied the completion of the assessment to the compensation provided as part of their pilot program, received 13 instructor responses, which was a 100% response rate - the highest among the three schools. This perfect response rate is associated with the use of a system of incentives, which was the most effective way of guaranteeing feedback from the instructors engaged in the pilot program.

At the College of Charleston, there have been no responses to the formal instructor and student surveys created to assess Leganto. However, informal feedback has been provided through two avenues. Conversations with pilot faculty have provided some insights into their experiences using Leganto. Surprise unstructured student feedback came from a faculty instructor who asked their students for a free text response to their Leganto experience. These informal responses have provided a general sense of the instructor and student experiences, respectively, with the new platform.

### **Assessment Results**

Assessment results and informal feedback across all three institutions indicated that use of Leganto increases faculty engagement with the library. The most successful feedback was obtained by Coastal Carolina University whose method of incentivizing feedback was critical in obtaining a meaningful assessment dataset. All three institutions also found that the way Leganto is explained to instructors is critical to a successful user experience, as instructors across institutions noted particular challenges with using the platform in the way they envisioned prior to training.

Clemson University's assessment results indicated that, in general, instructors found the platform easy to use, and all instructor respondents indicated they would recommend the Leganto platform to a colleague. Concerns and technical difficulties experienced had transformed in this second semester, as noted by the survey. Instructors struggled more with copyright and obtaining streaming video for their reading lists, which spoke more to workflow and education issues than the Leganto platform itself. Feedback was still generally positive, with all instructors indicating they would

recommend Leganto to a colleague. Students also had a positive experience with Leganto, in general. They were able to access course materials and noted they did not experience difficulties in their use of the system.

As mentioned previously, Coastal Carolina University's assessment methods delivered the most robust data set. At Coastal Carolina University, faculty who utilized Leganto reading lists reported an increase in awareness of and motivation to use library materials in their courses and said they liked that they were promoting library resources to students. A few faculty who already had specific resources in mind did report difficulty finding these materials to include in the reading list, but those who were open to using new resources had no trouble locating appropriate materials. In fact, many commented that they found discovering materials through Leganto easier than using the library's discovery system or Google Scholar.

When asked about ease of use, eleven of the 13 rated Leganto as easy or very easy to use, while one said it was neither easy nor difficult, and one said it was difficult. It should be noted that the one faculty member who said it was "difficult" only made one reading list with just two resources which were a link and PDF attachment of the same item, while those who said it was "very easy" created multiple reading lists with 9-30 items in each list. Overall, faculty praised the upfront instruction library liaisons provided and felt that the training sessions and video tutorials prepared them to create the reading lists. A few found the process of creating reading lists easy with the "step by step intuitive product." However, most faculty described the Leganto interface as clunky and non-intuitive but were successful with some additional librarian support. Many faculty also reported that the process became easier with practice as they entered more resources in their list(s).

The faculty were also asked about their students' experience using Leganto, and eight indicated their students never reported issues accessing material via Leganto. Five faculty reported students had issues "once or twice" but commented that the librarians were able to resolve the problems in all cases.

Overall, faculty did not gather a lot of student feedback, which one professor noted as a lack of student complaints.

Twelve of the 13 faculty said they plan to use Leganto in a future course, with the majority indicating they would use it in several classes and for their personal research too. Faculty reported that it would be especially useful in their courses without a textbook or with numerous readings. A few faculty who had been considering OERs stated that reading lists were an easy way to pull resources together for students to access effectively, while others commented about how Leganto organized their reading lists to improve access for students and made their Moodle page appear less cluttered. The one professor who indicated that she was not sure if she would use it in the future said Leganto is better suited for text and video than the large amount of multimedia resources (video games) used in her courses.

College of Charleston, unfortunately, received zero participation in the formal assessment surveys distributed by the Library. Anecdotal feedback obtained from one-on-one help sessions with pilot program faculty was mixed. Faculty either found the product easy to use or felt it was an unnecessary addition to our LMS. Unlike other institutions, there were several reports of students having difficulty accessing list citations. However, this was primarily due to either operator error or the use of unsupported browsers. Unstructured feedback was received from a faculty instructor who asked their students for a free text response to using the product. Results were into three broad categories with 16 positive, 12 negative, and 9 neutral responses. The most common factor identified in positive responses was *ease of use* and *having all readings in one place*. The most common factor identified in negative responses was (paradoxically) *difficulty of use* and *having too many clicks to get to readings*. Neutral respondents skewed slightly towards liking the product but felt it was either unnecessary or didn't provide a measurable advantage over current methods used.

As noted above, all three institutions found that the manner and method in which Leganto was explained to faculty (prior to training) was critical in creating a successful experience and managing the expectations of the user. Conversations with faculty across the institutions revealed that the explanation of what Leganto does was as critical as the instructions on how to use the software. One Clemson instructor noted particular challenges with using the platform in the way they envisioned. The professor wanted to create an assignment where students created their own reading lists, which would then be shared with the class; however, they did not realize until part-way into the semester that Leganto did not support this functionality. A clearer explanation of what Leganto supports and how it can be used from the initial sign-up could have helped reduce the frustration felt by the professor, which provided a lesson for the Clemson Campus Engagement Team as they planned their future training and marketing materials. College of Charleston also had a small percentage of faculty who misunderstood the purpose of the software and wanted to use it in ways that it wasn't designed, like having students add items to specific sections within their class's reading list as a class assignment. Instructors also wanted to use Leganto as a primary means of facilitating student discussion about specific resources. Luckily, expectations and questions such as these were addressed prior to reading list creation during introductory sessions.

Another important factor to note that affected all three institutions and may have influenced both faculty and student feedback was the lack of physical course reserves. At the time of our respective Leganto launches, physical course reserves had been suspended due to COVID-19 precautions, and Leganto was used solely for electronic resources. All three libraries are reinstating physical reserves in fall 2021 and will require Leganto use for this service. Instructors will be encouraged to use Leganto and a set number of Leganto tags to build their physical reserves lists. Instructors who are uncomfortable with Leganto will have the ability to submit their course reserves using an alternate format (e-mail, form, etc.), and Library staff will build their physical reserves list for them in Leganto. Further

assessment tools will be deployed by all institutions throughout the 2021-2022 academic year to continue to assess both Leganto in general and the Leganto physical reserves experience.

## **Lessons Learned**

The primary challenge faced at all three institutions dealt with rolling out a new product during the COVID-19 pandemic. Instructors and students were overwhelmed by the transition to online learning, the number of new technologies they needed to adopt, and the general emotional toll that comes with living through a global health crisis. Leganto was just one more thing to learn and take on during this time. Pandemic fatigue was an issue all three schools contended with, and while some progress was made in Leganto promotion and adoption, the mixed success at all three institutions should be explored within the context of the COVID-19 academic environment.

### **Faculty Engagement**

Librarians at Coastal Carolina University worked closely with faculty who participated in the grant initiative, which helped librarians gain a better understanding of the ins and outs of using Leganto. Librarians recognized that faculty need more awareness of what materials are in Primo (and therefore Leganto) and what resources are only available in a specific database. Leganto was branded as an easy way for faculty to find library resources, because that was the least convoluted explanation. However, more work will be needed in the future to explain to faculty that many library holdings exist outside of Primo and Leganto.

Faculty recruitment was a big challenge. Fortunately, the PASCAL grant that Coastal received was a great aid in this respect. The offer of \$100 per person, small as it was, was enough to recruit thirteen faculty members. Liaison librarians plan to ask the pilot faculty to help recruit more Leganto users in future semesters.

Like Coastal Carolina University, faculty recruitment was one of the College of Charleston's and Clemson's primary challenges (second only to implementation). While the pilot programs in the fall and



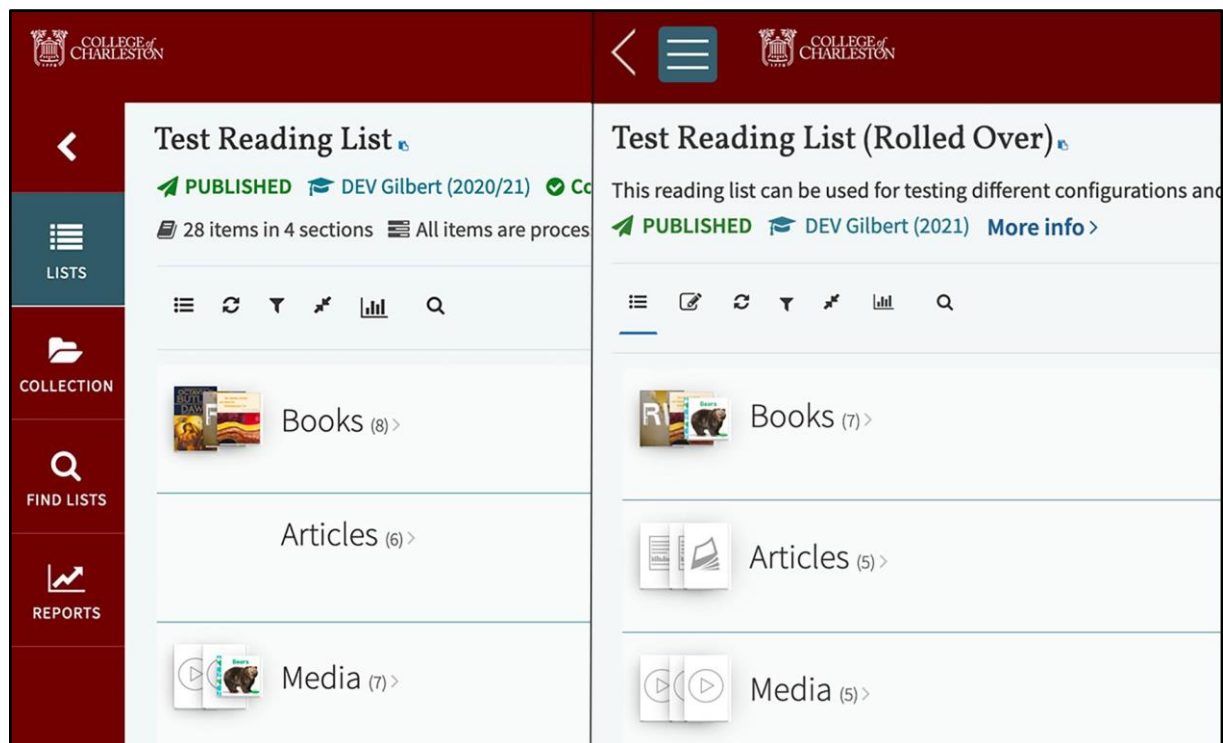
spring semesters had lower than expected participation from faculty, there was anecdotal evidence that this depressed participation rate was at least in part due to emerging and ongoing pandemic fatigue. On the College of Charleston's campus, instructors were teaching their first full semester in hybrid mode and juggling dual modalities (in-person and online student attendance and classes) while also taking on a number of new technologies to facilitate this process. With instructors already having less bandwidth to manage outside projects, it makes sense that learning a new and completely optional technology like Leganto was a lower priority to other, more emerging needs.

Moving forward, offering workshops will continue to play a role in how liaison librarians engage with faculty. A key change will be in modifying when and how workshops are offered. Having a space where faculty can meet in person would be ideal in order to offer hands-on guided practice in using Leganto for their specific courses- something that can be challenging in a Zoom meeting or breakout room.

### **Instructional Materials**

Another critical lesson learned by all three institutions was the need to adjust one's mindset when it came to creating instructional and training materials for the product. Leganto, like other Ex Libris products, is updated monthly. These updates can include, at times, major changes to the user interface or configuration options, requiring documentation to be regularly monitored and updated to maintain accuracy and minimize user frustration. For example, upon implementation, the Leganto user interface had a left-hand navigation bar. In a recent release, that navigation bar was eliminated and replaced with a menu icon in the top banner on the upper left-hand corner of the screen, as indicated in the image below. In another release, the usage statistics reporting changed entirely, from a dedicated "Reports" screen which provided detailed analytics to a simple and small usage statistics icon that turns on and off analytics for lists and items on lists. Changes like this will require any library maintaining a

Leganto instance to closely monitor the monthly release notes and take an agile approach to maintain their instructional materials for the product.



Above: Screenshot example of interface changes that can be expected to occur between monthly releases. The image on the left-hand side shows the original interface after implementation and custom institutional styling in Summer 2020. The right-hand side shows some of the recent interface changes that were implemented by Ex Libris during a regular monthly update. You can see that the left-hand navigation menu is gone and replaced with the blue “hamburger” menu icon. The reports page from the original interface has been replaced solely with the bar graph icon underneath the header (seen in both images). The information available in the header of the reading list has changed slightly. Changes like this require paying closer attention to release notes than library staff might be previously used to with other, less agile products.

**Assessment & Usage**

To garner a response, incentivizing assessment participation is critical. The best response rate among the three schools was seen when completion of the assessment was tied to pilot program compensation. Additionally, timing of assessment tools is a factor that contributes to response rate. Surveys sent during busy times of the semester, such as the midterm period, received fewer responses than those sent toward the end of the semester.

Faculty at all three institutions were highly complimentary of the work librarians did to prepare and support them from beginning to end. One faculty member requested a concise cheat sheet for veteran faculty to use in future semesters. Some faculty expressed concern about the cost of the product and suggested additional training on more advanced settings and functionality to maximize utilization of the tool. Based on general feedback, advanced training workshops should include tips to promote student engagement through commenting and liking, displaying consistent citations, linking to full lists or specific weeks throughout the LMS, providing timely access to specific readings, accessing Leganto directly, and highlighting features of future updates.

## Appendix

### LibGuide Links

Coastal Carolina University: <https://libguides.coastal.edu/leganto>

College of Charleston: <https://libguides.library.cofc.edu/readinglists>

Clemson: <https://clemson.libguides.com/leganto>

**Coastal Carolina University's Stipend Application**

Thank you for your interest in using Leganto reading lists for your Spring semester class(es). Kimbel Library has received a grant to distribute a small stipend of \$100 (\$77 after taxes) to ten faculty members this spring. We encourage you to use Leganto regardless of being selected for this stipend. If you would like to apply, please fill out the following short form.

- Name
- E-mail
- Department
- Will you be teaching in the Spring 2021 semester?
- How many classes will you be teaching in spring 2021?
- How many Spring 2021 classes will require reading lists?
- How many resources (books, book chapters, articles, videos, websites) do you expect to use in your Spring semester class(es)?
- Are you willing to share your experiences using Leganto reading lists with other faculty and teaching staff?
- In order to receive a stipend, you will need to participate in all of the following:
  - December training workshop (one hour via Zoom)
  - Early-spring check-in with a librarian (short one-on-one meeting either in person or online)
  - Mid-semester check-in with a librarian (short one-on-one meeting either in person or online)
  - End-of-semester survey

I agree to the terms stated above.

The terms of our grant require that Kimbel Library collect anonymous usage stats for program assessment. This information will be shared with PASCAL and may be disseminated to other libraries to improve their outcomes implementing Leganto Reading Lists.

**College of Charleston's Liaison Librarian E-mail**

**Subject:** CofC Libraries Wants You! Virtual Reading List Pilot, Spring 2021

Good afternoon!

The College of Charleston Libraries is recruiting! We want you to volunteer to use a brand new tool to build virtual reading lists and share them with your students in OAKS!

The College of Charleston Libraries have recently adopted a new course reserves software that is integrated into OAKS. The tool, called "Reading Lists - Pilot Program Participants Only" in the external learning tool menu of OAKS, leverages the power of Ex Libris Leganto and the Discovery Service to develop content diverse reading lists. While the libraries still can't provide physical course reserves, this Reading List tool can act as a form of virtual course reserves for your students. It also provides a secure platform for any OER materials you may be including in your course.

This software organizes library resources into easy-to-use course reading lists that include all library resources. It integrates electronic articles, streaming media, digitized content, ebooks and more into a single list so students can access all their course materials in one place. You can even upload your own content or add links out to external websites and other resources.

Instructors also have greater control over the display and organization of content in their reading lists and can build and update lists during the semester.

More information is available here: <https://libguides.library.cofc.edu/readinglists>

*Interested?* Space is limited, so complete [this form](#) to sign up for the Spring 2021 pilot program.

*Want to learn more?* Consider joining the **Library Reading List Lunch and Learn**, hosted by the Library's Jolanda Van Arnhem and TLT's Alea McKinley!

Time: Nov 13, 2020 12:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

Meeting ID:

Passcode:

Thanks for your interest, and we hope you have a great rest of your semester.

Best,

Elena Rodriguez and Mary Jo Fairchild  
History Library Liaisons

**Coastal Carolina University's PASCAL Grant E-mail**

**Subject:** Leganto Reading Lists - stipend opportunity

Kimbel Library has purchased a new reading list tool called Leganto, which supports the creation and management of course resource reading lists in Moodle. Instructors can build, maintain, and share resource lists that include all material types (books, articles, videos, websites, etc.) and students can access these materials in one place and from any device.

In order to gain support for Leganto reading lists, Kimbel Library has received a grant to provide a stipend of \$100 (\$77 after taxes) to ten faculty who implement Leganto in their Spring 2021 courses.

To get an idea of what Leganto looks like, review a sample reading list at <https://libguides.coastal.edu/Leganto/sample>

[Click here](#) if you are interested in applying for the stipend. Although our grant only provides money for ten recipients, all faculty are welcomed and encouraged to use Leganto in the spring semester and going forward.

Applications are due on November 16. Recipients will be notified by November 20.

Please let me know if you are interested in learning more.

Ariana Baker  
Scholarly Engagement Librarian

**Clemson Libraries' Survey Instruments****Instructor Mid-Semester Survey**

1. What was your experience like creating your reading list?
2. Did you refer to the Leganto Research Guide (LibGuide)?
  - a. Yes
  - b. No
3. Do you need additional training/documentation?
  - a. Yes (please explain): \_\_\_\_\_
  - b. No

**Instructor End-of-Semester Survey**

1. Please tell us about your experience using the Course Reserves platform.
2. What technical difficulties did you have?
3. Were you able to find the resources you needed in the Libraries' FindIt@Clemson tool?
  - a. Yes
  - b. No
4. Was copyright a concern for you as you selected materials for your reading list?
  - a. Yes
  - b. No
5. What can the Libraries do to provide better support for your course reading lists?
6. What can the Libraries do to enhance your experience creating course reading lists?
7. Would you recommend this platform to a colleague?
  - a. Yes
  - b. No
8. Please explain your answer to the question above.



**Student Survey**

*Used at mid-semester and end-of-semester*

1. Which course are you enrolled in?
  - a. GER 2600
  - b. HORT 3030
  - c. REL 3010
  - d. HON 1900
  - e. HIST 4900
  - f. PSYC 3100
2. Did you use the Course Readings provided in Canvas for your course?
  - a. Yes
  - b. No
3. Have you been able to access the materials on the Course Readings list?
  - a. Yes
  - b. No
  - c. Not applicable/I do not use the Course Readings
4. Please explain any difficulties you have had accessing items on the Course Readings list.

**Coastal Carolina University's Survey Instrument:****End-of-Semester Survey**

Thank you for piloting Leganto reading lists this semester. As stated in the application, you must complete an end-of-semester survey before we can distribute the grant funds. For this reason, the survey is not anonymous. However, we value your feedback and hope you will be honest and open in your responses.

- Name
- How did your use of Leganto reading lists change your awareness of library resources (books, articles, and videos)?
- How did using Leganto reading lists impact your usage of library resources?
- Please rate your experience with creating Leganto reading lists.

Please explain.

- What did you like about Leganto?
- What did you dislike about Leganto?
- Do you plan on using Leganto reading lists in future classes?

Please explain.

- Kimbel Library hopes to increase usage of Leganto reading lists. Which courses or instructors do you think would benefit most from incorporating Leganto reading lists?
- How often did your students report issues accessing material via Leganto?
- Was the Library able to resolve these issues for your students?
- What feedback, if any, did students provide about accessing resources in Leganto?
- What feedback, if any, do you have for library staff regarding the use of Leganto?

**College of Charleston's Assessment Instruments:****Instructor Assessment Questions:**

How difficult was it to use the Reading List software?

(Choose 1 of the following for each numbered question)

- Very Easy
- Somewhat Easy
- Neither Easy or Difficult
- Somewhat Difficult
- Very Difficult
- Not Applicable

1. Accessing the Reading List from OAKS (OAKS is the College of Charleston's D2L LMS)
2. Navigating the Reading List
3. Adding Resources to a Reading List
4. Accessing Resources from a Reading List
5. Returning to OAKS from the Reading List
6. Leaving a Comment under Library Discussion
7. Fixing Problems on a Reading List

Would you like to explain any of your above answers? If so, please do so here.

What is your opinion on the following elements of the Reading List software?

(Choose 1 of the following for each numbered question)

- Love it!
- Like it
- Neither Love or Hate it
- Don't Like it
- Hate it
- No opinion

1. Design
2. Ease of Use

3. "My Collection" feature
4. "Find List" feature
5. Design
6. Ease of Use
7. "My Collection" feature
8. "Find List" feature

Did you encounter any difficulties accessing items on the Reading List? (Y/N)

If you answered "Yes" to the question above, what problems did you encounter?

- Slow load times
- Link didn't work
- Found display confusing
- Couldn't access list from OAKS
- Other:

Will you use the Reading List software in your classes in the future? \*

- Yes
- No
- Maybe

Is there anything else you want us to know about your experience using Reading Lists?

If you would like the library to follow up with you about any issue you raised in this form, please submit your e-mail address below:

**College of Charleston's Student Assessment Questions:**

How difficult was it to use the Reading List software?

(Choose 1 of the following for each numbered question)

- Very Easy
- Somewhat Easy
- Neither Easy or Difficult

- Somewhat Difficult
- Very Difficult
- Not Applicable

1. Getting to the Reading List from OAKS
2. Navigating the Reading List
3. Using an Item (book, article, video, etc.) from a Reading List
4. Returning to OAKS from the Reading List
5. Leaving a Comment under Student Discussion

Would you like to explain any of your above answers? If so, please do so here.

What is your opinion on the following elements of the Reading List software?

(Choose 1 of the following for each numbered question)

- Love it!
- Like it
- Neither Love or Hate it
- Don't Like it
- Hate it
- No opinion

1. How it Looks
2. How it Works
3. Using "My Collections"
4. Using "Find List"

Did you encounter any difficulties accessing items on the Reading List? (Y/N)

If you answered "Yes" to the question above, what problems did you encounter?

- Slow load times
- Link didn't work
- Found display confusing

- Couldn't access the reading list from OAKS
- Other:

Will you use the Reading List software in your classes in the future? \*

- Yes
- No
- Maybe

What would make you like the Reading List software more?

Is there anything else you want us to know about your experience using Reading Lists?